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ABSTRACT

This portfolio establishes the work and the skill levels of learning support students as well as being a vehicle for driving curriculum and establishing achievable work outcomes for these students. The portfolio was developed to give students, parents, and educators the opportunity to work together collaboratively to identify needed appropriate work skills, and to enable the student to display a collection of works that represents the achievement of those skills. The portfolio, the first in a series of three that cover the secondary grade levels, is for grades seven and eight and is geared to culminate in documented employment skills. The portfolio represents sequential growth and development in the areas of career development, vocational development, community work experience, and work habits. The portfolio is divided into the following sections: vocational curriculum-based assessment inventory, mathematics achievement, reading achievement, physical aptitudes, community exposure, work habits, career attitudes and experiences, and career exploration. Each section provides for assessment and achievement. Transition portfolio forms provide space for identified yearly outcomes and goals. (KC)

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ED 391 066

Vocational Portfolio for Learning Support Students

Level I

Bloomsburg University
Bloomsburg, PA

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Vocational Portfolio for Learning Support Students

Level I

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Introduction

The Vocational Portfolio for Learning Support Students is designed to represent a collection of students' works. It is also designed to drive curriculum and establish achievable work outcomes for Learning Support Students. The portfolio was developed to give students, parents, educators and significant others the opportunity to collaboratively work together to identify needed appropriate work skills, and for the student to display a collection of works that represents the achievement of those skills.

This portfolio is the first in a series of three that cover the secondary grade levels and is geared to culminate in documented employment skills. This portfolio is developed for grades seven and eight but may be used according to the individual ability and achievement of the student. That is, for some students the Level I portfolio might be the primary source of achievement for their secondary education experiences. Other students may advance to a Level II or Level III portfolio.

The products of the portfolio will not just happen. The intent of the portfolio is to bring students, teachers, parents and significant others together to develop opportunities for learning and to produce evidence and products that support these experiences so that employers can be assured that students have acquired the necessary job skills to effectively perform on the job.

It would be a school district's decision as to how this collaboration would occur, along with the appropriate formal and informal assessments that would be used. As an example, a district may choose to have those individuals involved independently assess skills and then collaboratively decide on the yearly achievement goals and outcomes, or they may decide to collaboratively assess and establish goals and outcomes. Regardless, the portfolio is designed for implementation at the beginning of the student's secondary experience and follows the student through these years. The student's portfolio would be available to all those who are educationally involved with the student. The portfolio would remain with the student. The portfolio can have several uses. By parents, teachers, students and significant others being involved in the mutual

establishment of outcomes, not only are the personal goals, career interests, work habits, etc. of the student reflected but also the commitment and interest of parents, teachers and the district as a whole.

The portfolio represents sequential growth and development in the areas of career development, vocational development, community work experience, and work habits. This portfolio is somewhat different than other portfolios in that it is designed to drive curriculum experiences as well as represent productive accomplishment of educational outcomes.

The three portfolios are developed to show growth not only in school type experiences but also through community exposure. The portfolios are designed to provide realism in career and vocational progression.

The portfolio is color coded and broken into the following sections: vocational curriculum based assessment inventory, mathematics achievement, reading achievement, physical aptitudes, community exposure, work habits, career attitudes/experiences and career exploration. Each section provides for assessment and achievement. The identified yearly outcomes and goals are then placed on the transition portfolio forms located in the front of the portfolio.

Conceptual Design

The Vocational Portfolio for Learning Support Students was conceptually developed from the following four educational content areas: career development assessment, curriculum based vocational assessment, community referenced assessment, and work habits assessment. There are four development strands that have been woven into the educational content areas. The four growth strands are cognition (identified as knowledge in the original proposal), thinking, affective and psychomotor development (identified as skills in the original proposal). These developmental growth strands relate to the domains of learning (Cognitive, Bloom; Affective, Krathwohl; Psychomotor, Harrow). This conceptual model has been displayed in Figure I.

The portfolio has been divided into the four educational areas with a Transition Portfolio form that summarizes the content areas and establishes goals similar to the IEP form used in the State of Pennsylvania for the learner with special needs. Each educational portfolio content area identifies educational and growth areas to be assessed and developed. The portfolio, through on-going formative assessment, monitors the development process in these educational content areas.

The developmental growth strands are not explicitly identified but are implicit in each educational content area. That is, the portfolio process has been designed to develop the thinking strand and provide opportunities for the learner with special needs to make appropriate career and job choices. The content areas of career development and work habits deal with the affective domain and include feelings of receiving, responding and valuing. The curriculum based vocational area and the community referenced area provide the opportunity to acquire job related skills, require the learner with special needs to use both the cognitive and psychomotor domains of learning, and most certainly promote thinking.

Career Approach

The Vocational Portfolio for Learning Support Students is a process that has been designed to allow learners to plan, explore and make appropriate career decisions about themselves. The

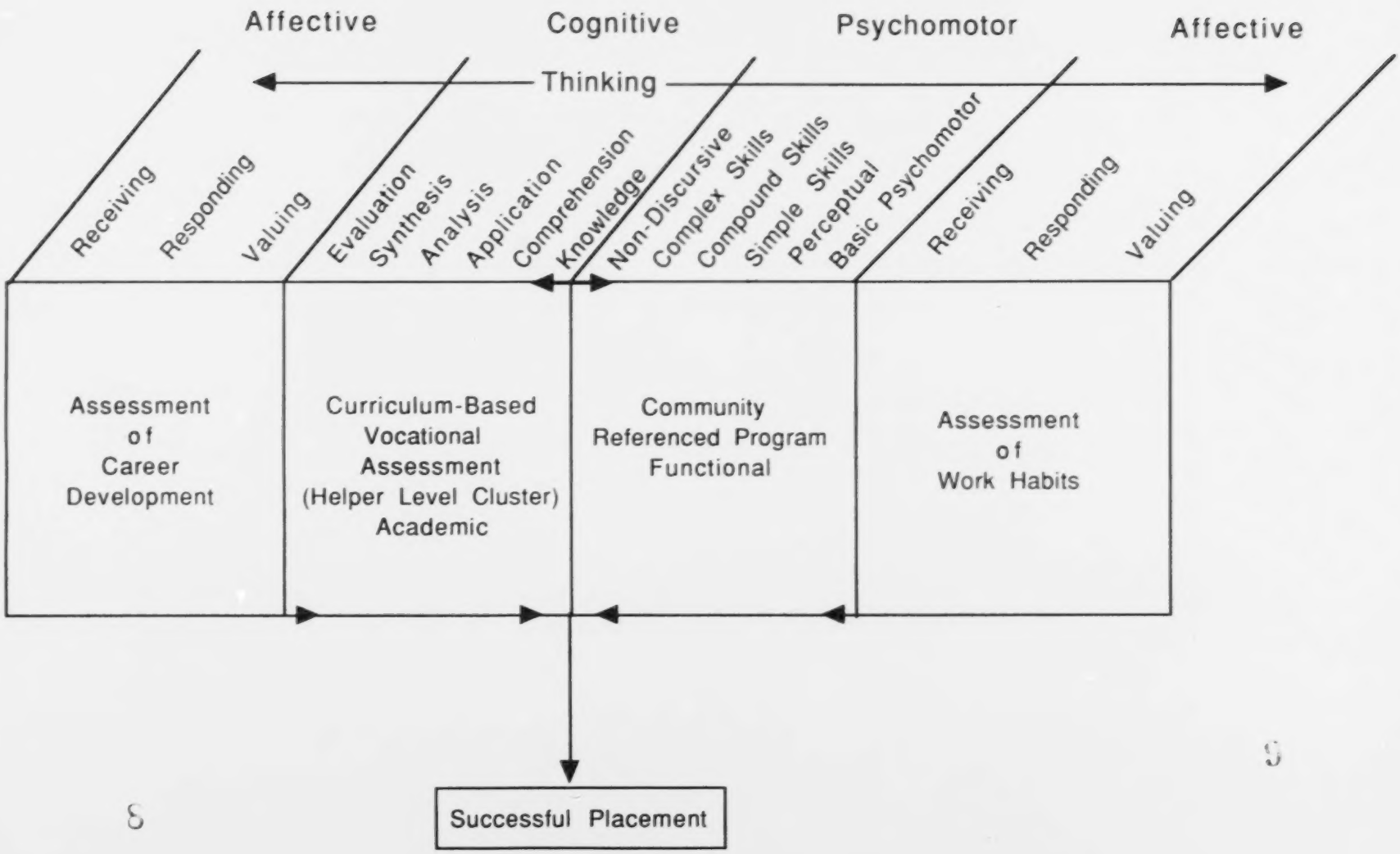
Portfolio reflects the developmental career process of Donald Super. The career theory of Super has been recognized for its significant contributions to the discipline of career education. This theory emphasizes that decisions are an on-going developmental process and are needed in order to understand the career progression of a person. His work deals with the need to explore how individuals prepare themselves to make career choices and how the educational process can help to achieve this end.

In order to effectively experience this developmental process, individuals need to plan, explore and make decisions. Planning involves gaining insights and knowledge about oneself. Exploring entails being exposed to appropriate activities, and decision-making is making choices based on information and the ability to think.

The Vocational Portfolio for Learning Support Students has been developed using the career concepts of Super. That is, it engages the learner to planning through the assessment process. This planning process includes the special needs learner, parents, teacher and significant others. It allows the learner to explore through the acquisition of cognitive, affective and psychomotor experiences which will naturally lead to acquiring successful experiences and provide for gaining insights about themselves. This process is especially reflected in the Community Referenced and Curriculum Based educational content areas. This guided planning and exploring leads to insightful decision-making and mutual goal setting. As stated before, the portfolio is developmental in nature and will be followed by two subsequent portfolios (Level II - 9th-10th and Level III - 11th-12th). These sequential portfolios will developmentally monitor the planning, exploring and decision-making process.

Figure 1
Conceptual Model Design

Special Needs Portfolio



Parent Information Sheet

Parent Name _____ Name of Student _____

Occupation(s) of Parent(s) _____

* * * * * * * * *

In order to effectively implement this portfolio, it is important that parents have input into the process and that educators understand the background and concerns of the parents. By answering these questions, a great deal of insight can be given into the realistic establishment of yearly goals and outcomes for your child.

1. Give parental skills that can be used to help your child during this school year.

_____
_____
_____
_____

2. How could you help in the implementation of these skills?

_____
_____
_____
_____

3. How would you like educators to communicate with you? (Please check)

_____ Home Visits
_____ Individual Conferences
_____ Telephone Calls
_____ Others (Please explain) _____
_____ Informal School Visits
_____ Group Conferences
_____ Report Cards

4. What are the most critical educational and career concerns that you have for your son or daughter?

_____
_____
_____
_____

5. Give your child's strengths.

_____
_____
_____
_____

6. Briefly tell about your family habits and customs.

_____
_____
_____
_____

7. How does the family support your son or daughter in terms of immediate needs (daily living) and long term needs (career opportunities)

_____
_____
_____
_____

TRANSITION PORTFOLIO

School District: _____

Student Name _____ Phone _____
Address _____ School _____
_____ Grade _____
_____

Date of Birth _____

Dominant Language _____

Educational Placements	Initiated	Duration

Adaptations / Modifications _____

Agency / Service Provider (Specify)	Type / Frequency of Service	Initiated	Duration

ASSESSMENT COMPONENT – APTITUDES

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

ASSESSMENT COMPONENT – INTERESTS

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

ASSESSMENT COMPONENT – COMMUNITY REFERENCED

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

ASSESSMENT COMPONENT – ATTITUDES

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year :_____) – _____
Objectives: – 1. _____
2. _____

Annual Goal (Year :_____) – _____
Objectives: – 1. _____
2. _____

Annual Goal (Year :_____) – _____
Objectives: – 1. _____
2. _____

Annual Goal (Year :_____) – _____
Objectives: – 1. _____
2. _____

Annual Goal (Year :_____) – _____
Objectives: – 1. _____
2. _____

Date _____

Vocational Curriculum Based Assessment Inventory
** Construction **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: ____ **Formal Assessment** ____ **Informal Assessment**

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability
1. Cut using a hand saw				
2. Cut using a table saw				
3. Cut using a sabre saw				
4. Identify drill sizes				
5. Use a steel square				
6. Use a straight edge				
7. Cut material with miter box				
8. Sand wood by hand				
9. Assemble with wood screws				
10. Assemble wood by nailing				
11. Measure using a tape measure				
12. Measure using a steel rule				
13. Select and use screwdrivers				
14. Identify and observe shop safety rules				
15. Maintain a safe and clean work area				
16. Sweep floors				
17. Dispose of trash or waste material				
18. Clean and store hand tools				

Date _____

Vocational Curriculum Based Assessment Inventory
** Construction **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

_____ **Formal Assessment** _____ **Informal Assessment**

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Files - Assorted				
2. Hammers (claw and ballpeen)				
3. Screwdrivers - std. and phillips				
4. Hacksaw				
5. Wrenches - box				
6. Wrenches - open-end				
7. Tape measure				
8. Steel rule - 6 inch				
9. Steel rule - 12 inch				
10. Wrenches - adjustable				
11. Bench vise				
12. C-clamps				
13. Safety glasses and equipment				
14. Extension cord				
15. Saber saw				
16. Builder's level				
17. Ladder				
18. Hoe				

Date _____

Vocational Curriculum Based Assessment Inventory
** Construction **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

____ **Formal Assessment** ____ **Informal Assessment**

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
19. Hose- Rubber				
20. Brushes				
21. Rope				
22. Crowbar				
23. Folding Rule				

Date _____

Vocational Curriculum Based Assessment Inventory
** Construction **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: _____ **Formal Assessment** _____ **Informal Assessment**

Knowledge and Comprehension: Ability to perform process with or without compensatory devices

Application and Evaluation: Ability to decide which process should be used to solve problems presented

Common Helper Level Math Competencies	Date Knowledge and Comprehension Completed	Date Application and Evaluation Completed
1. Identify, read, write whole numbers		
2. Perform addition, subtraction- whole numbers		
3. Perform multiplication, division- whole numbers		
4. Express fractions in lowest terms		
5. Change fractions to whole numbers		
6. Perform addition, subtraction using fractions		
7. Indentify, read and write decimal numbers		
8. Perform addition, subtraction of decimal numbers		
9. Measure using English linear measurements		
10. Identify and read temperature scale		
11. Identify and read volume measurements		
12. Perform money calculations		

Date _____

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration

____ Formal Assessment ____ Informal Assessment

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability
1. Sand painted surfaces				
2. Remove exterior trim				
3. Remove interior trim				
4. Replace light bulbs (auto)				
5. Check tire pressure				
6. Inspect tires & wheels				
7. Inspect water hoses				
8. Check/fill transmission fluid				
9. Solder metal				
10. File metal by hand				
11. Measure using a steel rule				
12. Use a steel square				
13. Use a straight edge				
14. Use center and pin punches				
15. Cut metal with hand hacksaw				
16. Clean parts and equipment with solvent				
17. Drill holes using a drill press				
18. Drill holes using hand held drill				

Date _____

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

_____ Formal Assessment _____ Informal Assessment

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability
19. Select proper drill for hole size				
20. Secure drill in drill chuck				
21. Clean and store hand tools				
22. Paint equipment				
23. Sweep floors				
24. Inspect tools for safety				
25. Select and use screwdrivers				
26. Select and use socket wrenches				
27. Select and use open-end and box wrenches				
28. Select and use various types of hand cutters				
29. Select and use various types of pliers				

Date _____

SCALE:

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

_____ Formal Assessment **_____ Informal Assessment**

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Files- Assorted				
2. Hammers				
3. Screwdrivers- standard and phillips				
4. Pliers- slip joint				
5. Hacksaw				
6. Wrenches- socket				
7. Wrenches- box				
8. Pliers- vise grip				
9. Pliers- channel lock				
10. Chisels				
11. Tape measure				
12. Steel rule- 6"				
13. Steel rule- 12"				
14. Straight edge				
15. Dial indicator				
16. Scriber				
17. Drill- hand held, electric				
18. Drill bits				

Date _____

SCALE:

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

____ Formal Assessment **____ Informal Assessment**

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
19. Tire gauges				
20. Hand jack, assorted				
21. Vise- machinist's bench type				
22. Funnels				
23. C-clamps				
24. Safety glasses				
25. Tin snips				
26. Wire cutters				
27. Allen wrenches				
28. Center punch				
29. Soldering iron				
30. Extension cord				
31. Wire brushes				
32. Staple gun				
33. Sanding blocks				
34. Putty knife				

Date _____

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: _____ **Formal Assessment** _____ **Informal Assessment**

Knowledge and Comprehension: Ability to perform process with or without compensatory devices

Application and Evaluation: Ability to decide which process should be used to solve problems presented

Common Helper Level Math Competencies	Date Knowledge and Comprehension Completed	Date Application and Evaluation Completed
1. Identify, read, write whole numbers		
2. Perform addition, subtraction- whole numbers		
3. Perform multiplication, division- whole numbers		
4. Express fractions in lowest terms		
5. Change fractions to whole numbers		
6. Perform addition, subtraction using fractions		
7. Indentify, read and write decimal numbers		
8. Perform addition, subtraction of decimal numbers		
9. Measure using English linear measurements		
10. Identify and read temperature scale		
11. Identify and read volume measurements		
12. Perform money calculations		

Date _____

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

_____ Formal Assessment _____ Informal Assessment

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability
1. Make change to ten dollars				
2. Fill out bank deposit form				
3. Bag customer's order				
4. Answer telephone				
5. Gift wrap customer's purchases				
6. Fill mail/telephone orders				
7. Package orders				
8. Place signs on displays				
9. Store received supplies				
10. Clean mirrors, windows and sinks				
11. Maintain a safe and clean work area				
12. Sweep floors				
13. Measure liquid volume				
14. Measure dry volume				

Date _____

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

____ Formal Assessment **____ Informal Assessment**

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Pencils				
2. Stapler				
3. Scissors				
4. Cash register				
5. Masking tape				
6. Scotch tape				
7. Brushes				
8. Mirror				
9. Scale				
10. Push cart				
11. Telephone				
12. Wrapping paper				
13. Storage units				
14. Brooms				
15. Glue				
16. Trash can				
17. Push mop				

Date _____

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE:

_____ **Formal Assessment** _____ **Informal Assessment**

Knowledge and Comprehension: Ability to perform process with or without compensatory devices

Application and Evaluation: Ability to decide which process should be used to solve problems presented

Common Helper Level Math Competencies

	Date Knowledge and Comprehension Completed	Date Application and Evaluation Completed
1. Identify, read, write whole numbers		
2. Perform addition, subtraction- whole numbers		
3. Perform multiplication, division- whole numbers		
4. Express fractions in lowest terms		
5. Change fractions to whole numbers		
6. Perform addition, subtraction using fractions		
7. Indentify, read and write decimal numbers		
8. Perform addition, subtraction of decimal numbers		
9. Measure using English linear measurements		
10. Identify and read temperature scale		
11. Identify and read volume measurements		
12. Perform money calculations		

____ Formal Assessment
____ Informal Assessment

Mathematics Achievement

____ Parent ____ Teacher ____ Learner
_____ Specified Other(s)

Mathematics Test: _____ **Date:** _____

Present Level of Functioning

Numbers and Counting: _____

Place Value: _____

Measurement:

- Length: _____
- Area: _____
- Volume: _____
- Weight: _____
- Angles: _____
- Money: _____

Problem Solving/Probability Patterning: _____

Present Level of Functioning

Computer Experience: _____

Computation of Whole Numbers:

- Addition: _____
- Subtraction: _____
- Multiplication: _____
- Division: _____

Computation of Rational Numbers:

- Addition: _____
- Subtraction: _____
- Multiplication: _____
- Division: _____

____ Formal Assessment
____ Informal Assessment

Reading Achievement

____ Parent ____ Teacher ____ Learner
_____ Specified Other(s)

Reading Test: _____ **Date:** _____

Present Level of Functioning

Vocabulary

Sight Vocabulary: _____

Word Retention: _____

Word Recognition

Word Configuration: _____

Phonics: _____

Sentence Comprehension: _____

Present Level of Functioning

Paragraph Comprehension: _____

General Comprehension: _____

Rate of Reading: _____

Laterality: _____

____ Formal Assessment
____ Informal Assessment

Physical Aptitudes

____ Parent ____ Teacher ____ Learner
_____ Specified Other(s)

Date: _____

Present Level of Functioning

Reflex Movements: _____

Basic Fundamental Movements:

Walking: _____

Running: _____

Skipping: _____

Field of Vision (Up/Down): _____

Eye/Hand: _____

Accommodation (Focus): _____

Finger Dexterity: _____

Present Level of Functioning

Color Vision: _____

Balancing: _____

Strengths: _____

Endurance: _____

Talking: _____

Hearing: _____

____ Parent ____ Teacher ____ Learner
_____ Specified Other(s)

Community Exposure
7th & 8th Grade

____ Formal Assessment
____ Informal Assessment
_____ Date

	When	Work Exposure	Outcome
1. Hospital			
2. Post Office			
3. Police Station			
4. Laundromat			
5. Radio Station			
6. T.V. Station			
7. Ambulance Service			
8. Potential Job Sites:			
a.			
b.			
c.			
d.			
e.			

Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: ____ **Formal Assessment** ____ **Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Health Issues

The student will:

	Fall	Winter	Spring
1. Specify the services provided by different health/community service agencies.			
2. Identify the role of medical specialists.			
3. Demonstrate how to use and read a **thermometer** to record body temperature.			
4. Measure his/her height and weight and maintain a **growth chart**.			
5. Discuss the hazards which are caused by smoking and/or tobacco products.			
6. Discuss, utilize and rank various stress management techniques.			
7. Discuss the effects of **alcohol abuse**.			
8. Discuss the effects of **drug abuse** upon themselves, their family and community.			
9. Identify, compare and contrast various health occupations.			
10. Identify the appropriate health professional to choose for a specific problem.			

Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: **____ Formal Assessment** **____ Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Consumerism

The student will:

	Fall	Winter	Spring
1. Specify the use of a product from its **label**.			
2. Identify and select items from a **menu**.			
3. Demonstrate how to mail and properly address **packages and letters**.			
4. Count money in coin and bill denominations.			
5. Calculate the correct change from both coins and bills.			
6. Determine the better buy, through the incorporation of effective comparison shopping (i.e., quality vs. quantity).			
7. Discuss the benefits of **recycling** and how it relates to improving our environment.			
8. Be able to read and understand a **street map**.			
9. Demonstrate the process for using a **taxi service**.			

Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: **____ Formal Assessment** **____ Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Employment & Employability

The student will:

	Fall	Winter	Spring
1. Select various types of employment opportunities from the **newspaper** want ads.			
2. Know his/her **social security number**.			
3. Maintain a listing of functional vocabulary related to employment.			
4. Properly write a friendly and business letter.			
5. Calculate wages given various **earning amounts and hours worked**.			
6. Learn to calculate hourly schedules.			
7. Identify and interpret key words to determine the proper process required prior to solving **math problems**.			
8. Practice first aid procedures for minor vocational accidents.			
9. Demonstrate the ability to increase their on-task behavior over a period of time.			
10. Identify social and personal strengths of others who have been successfully employed.			
11. Examine case histories of successful disabled employees.			
12. Judge the reality of potential career choices (students, parents).			

Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: ____ **Formal Assessment** ____ **Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Laws and Government

	Fall	Winter	Spring
1. The student will read various pamphlets (i.e., Criminal Law, Consumer Guide, Postal Inspector, Phone Fraud, Pet Ownership Responsibilities) and identify his/her rights as a citizen.			
2. The student will work in a small group and evaluate laws/rules relevant to his/her home, school and community.			
3. Upon viewing an actual trial or a videotape of a trial, the student will discuss court procedures.			
4. After viewing a news segment from CNN or Channel 1, the student will discuss and summarize the current issues presented.			
5. The student will explain the reason for **sales tax** and how it affects state finances.			
6. The student will compute sales tax.			
7. The student will examine the issues related to **pollution laws**.			
8. The student will examine the problems related to littering and its impact on the environment.			
9. The student will discuss the importance of expiration dates placed on various food products.			
10. The student will examine the role of drug dogs and K9 units and their importance to the police force.			
11. The student will discuss significant **consumer protection laws**.			
12. The student will discuss **civil rights** as they pertain to them, their families, community, state and nation.			
13. The student will explain **discrimination** as it relates to family, community, state and nation.			
14. The student will discuss the **juvenile justice system**.			
15. The student will explain the benefits of having a social security number.			

Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: **____ Formal Assessment** **____ Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Parenthood

The student will:

	Fall	Winter	Spring
1. Be introduced to the value of providing children with **verbal support**.			
2. Explain how children acquire language.			
3. Practice reading to young children.			
4. Determine proper washing and drying techniques from **clothing labels**.			
5. Learn to properly measure dosages of medication.			
6. Demonstrate proper measurement in following recipes.			
7. Determine how to make effective **choices**.			
8. Learn about the **effects of medication on children**.			
9. Explain the need for proper **poison control** in the home.			
10. Explain the responsibilities of the family in the community.			
11. Specify how to prevent **childhood accidents**.			

Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: ____ **Formal Assessment** ____ **Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Leisure Time

	Fall	Winter	Spring
1. The student will select **clothing** appropriate for a variety of occasions.			
2. The student will evaluate his/her physical fitness, including amount of **exercise**, **nutrition** and rest, and develop an improvement plan.			
3. The student will demonstrate appropriate eating skills at home and in a **restaurant**.			
4. The student will propose ways in which he/she can positively use free time.			
5. The student will record his/her use of free time on a weekly basis.			
6. The student will follow the **directions** for building a model car, plane, etc.			
7. The student will plan a basic school wardrobe within a specified **budget**.			
8. Given a **bowling score card**, the student will learn to determine an accurate bowling score.			
9. The student will explain about the need for proper **physical fitness**.			
10. The student will illustrate knowledge of **community volunteer work**.			
11. The student will demonstrate his/her knowledge of playing various group **games** according to the rules.			
12. The student will specify **personal interests** in regard to leisure activities.			

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Date _____

Community Referenced Competencies
** 7th & 8th Grade **

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

SCALE: ____ **Formal Assessment** ____ **Informal Assessment**

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Safety

	Fall	Winter	Spring
1. Given an emergency situation, the student will specify the appropriate authority to contact, make contact, and explain the given emergency situation.			
2. The student will maintain a listing of functional safety vocabulary and safety symbols.			
3. The student will explain how to use the **telephone** for emergency calls.			
4. The student will demonstrate the ability to recognize north, south, east and west.			
5. The student will demonstrate the proper procedure for administering **basic first aid**.			
6. The student will identify **emergency signs and symbols**.			
7. The student will discuss **fire safety**.			
8. The student will describe effective **home safety** procedures.			
9. The student will formulate rules about **safety in the community**.			
10. The student will describe rules about **safety in the home**.			
11. The student will demonstrate knowledge of **bicycle safety** rules and relate them to rules about safety on the street.			

Date _____

7th & 8th Grade
Work Habit Rating Form

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

____ Formal Assessment ____ Informal Assessment

Time Frame of Evaluation
_____ Fall
_____ Winter
_____ Spring

	Among the Best	Acceptable	Acceptable with Supervision	Poor
1. Attendance and punctuality				
2. Speed in completing assigned tasks				
3. Accuracy of assigned tasks				
4. Neatness of work				
5. Shows ability to be flexible when tasks are varied				
6. Sticks to task until completed				
7. Initiates assigned tasks				
8. Relationship with fellow students				
9. Appearance				
10. Accepts constructive criticism and attempts to change				
11. Cooperates with teacher directions				
12. Continues to work in an acceptable manner even under pressure				
13. Follows directions to at least 3 steps				
14. Ability to demonstrate short-term retention				
15. Ability to demonstrate long-term retention				
16. Works to improve own skills and/or performance				
17. Sets realistic goals for the future				
18.				
19.				
20.				

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Date _____

Career Attitudes

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

Circle the word below each statement that tells if you believe it is True or False.
(If not the student, please respond as to how you believe the student would answer.)

1. I believe that work is part of what I do every day. (integral part of life)
   True False

2. I believe that all work is important. (develop a positive attitude)
   True False

3. I can think bad about my job and still do my best. (attitudes affect job performance)
   True False

4. To be a good worker I should be honest at all times. (integrity)
   True False

5. People who earn a lot of money are more important than those who make only a little money. (stereotypes)
   True False

6. It is important for me to find a job and make a living. (acquiring a marketable skill)
   True False

7. I believe I have the ability to be successful in more than one job. (multi-potentiality)
   True False

8. A good worker should be on time. (integrity)
   True False

9. It is alright to take a sick day if you are not sick. (integrity)
   True False

10. A person should do as little as possible when doing a job. (attitudes affect job performance)
    True False

Score _____ Below 7 - Needs Help

Date _____

Career Experience

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

If not the student, please respond as to how you believe the student would answer.

1. My job goal _____

2. How much experience have I had with my job goal? None Very Little Some A Lot

3. Name two jobs I like to do at home.
   _____
   _____

4. Name two jobs I like to do at school.
   _____
   _____

5. Name two jobs I do not like to do at home or at school.
   _____
   _____

6. What do I feel is most difficult when doing a job?
   _____

7. What do I like to do when not in school or at home?
   _____

8. Name one strength I have that will help me learn a job.
   _____

9. Do I feel good about what I want to become?
   _____ Yes _____ No

10. I am willing to accept help in order to learn a job.
    _____ Yes _____ No

Date _____

Career Exploration

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

_____ Formal Assessment _____ Informal Assessment

Assessment → **Accomplishments (Products)**

Industry Construction

Exposures: _____ _____

Commerce

Exposures: _____ _____

Social Science

Exposures: _____ _____

Service

Exposures: _____ _____

Arts

Exposures: _____ _____